DOCUMENT RESUME

ED 347 742 EC 301 358

AUTHOR Bolton, Brian
TITLE Work Personality Profile, Self-Report Version and Manual for the Work Personality Profile, Self-Report Version.
INSTITUTION Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE Mar 92
CONTRACT H133B80065
NOTE 38p.; For a related document, see ED 319 194.
AVAILABLE FROM University of Arkansas, Arkansas Research & Training Center in Vocational Rehabilitation, P.O. Box 1358, Hot Springs, AR 71902 (Manual $5; Diskette--5 1/4" IBM--$10; Instrument, package of 50, $5; Instrument, package of 100, $8).
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Behavior Rating Scales; Computer Assisted Testing; Diagnostic Tests; *Disabilities; *Occupational Tests; *Self Evaluation (Individuals); Test Reliability; Test Validity; *Vocational Evaluation
IDENTIFIERS *Work Personality Profile Self Report

ABSTRACT

The Work Personality Profile-Self Report (WPP-SR) is a self-report work behavior instrument for use in situational assessment in work centers, comprehensive facilities, and employment settings. The WPP-SR assesses work attitudes, values, habits, and behaviors that are essential to the achievement and maintenance of employment. It consists of 58 items that are completed by evaluees using a standard four-point scale. Results are reported on a profile form that includes 11 primary work behavior categories and 5 second-order factor scales. The WPP-SR is designed to be administered in conjunction with the simultaneous completion of the Work Personality Profile by a professional evaluator. This manual contains the instrument, directions for administration, and evidence of the instrument's reliability and validity. The WPP-SR is scored on a floppy disk that generates the score profile directly from self-report ratings on the 58 items. The software is written in BASIC for MS DOS machines. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347742

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roy C. Farley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Work Personality Profile
Self-Report Version

Brian Bolton

Arkansas Research & Training Center in Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

EC 301358

BEST COPY AVAILABLE

Name	LAST	FIRST	Date

Work Personality Profile

Self-Report Version[1]

Please describe your typical work performance by circling one of the four options listed below for each of the 58 items.

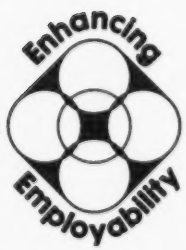
4 A definite strength, an employability asset
3 Adequate performance, not a particular strength
2 Performance inconsistent, potentially an employability problem
1 A problem area, will definitely limit my chance for employment

4	3	2	1	**1.** Sufficiently alert and aware
4	3	2	1	**2.** Learn new assignments quickly
4	3	2	1	**3.** Work steadily during entire work period
4	3	2	1	**4.** Accept changes in work assignments
4	3	2	1	**5.** Need virtually no direct supervision
4	3	2	1	**6.** Request help in an appropriate fashion
4	3	2	1	**7.** Approach supervisory personnel with confidence
4	3	2	1	**8.** Am appropriately friendly with supervisor
4	3	2	1	**9.** Show pride in group effort
4	3	2	1	**10.** Show interest in what others are doing
4	3	2	1	**11.** Express likes and dislikes appropriately
4	3	2	1	**12.** Initiate work-related activities on time
4	3	2	1	**13.** Accept work assignments and instructions from supervisor without arguing
4	3	2	1	**14.** Improve performance when shown how
4	3	2	1	**15.** Work at routine jobs without resistance
4	3	2	1	**16.** Express willingness to try new assignments
4	3	2	1	**17.** Carry out assigned tasks without prompting
4	3	2	1	**18.** Ask for further instructions if task is not clear
4	3	2	1	**19.** Accept correction without becoming upset
4	3	2	1	**20.** Discuss personal problems with supervisor only if work-related
4	3	2	1	**21.** Accept assignment to group tasks
4	3	2	1	**22.** Seek out co-workers to be friends
4	3	2	1	**23.** Respond when others initiate conversation
4	3	2	1	**24.** Conform to rules and regulations

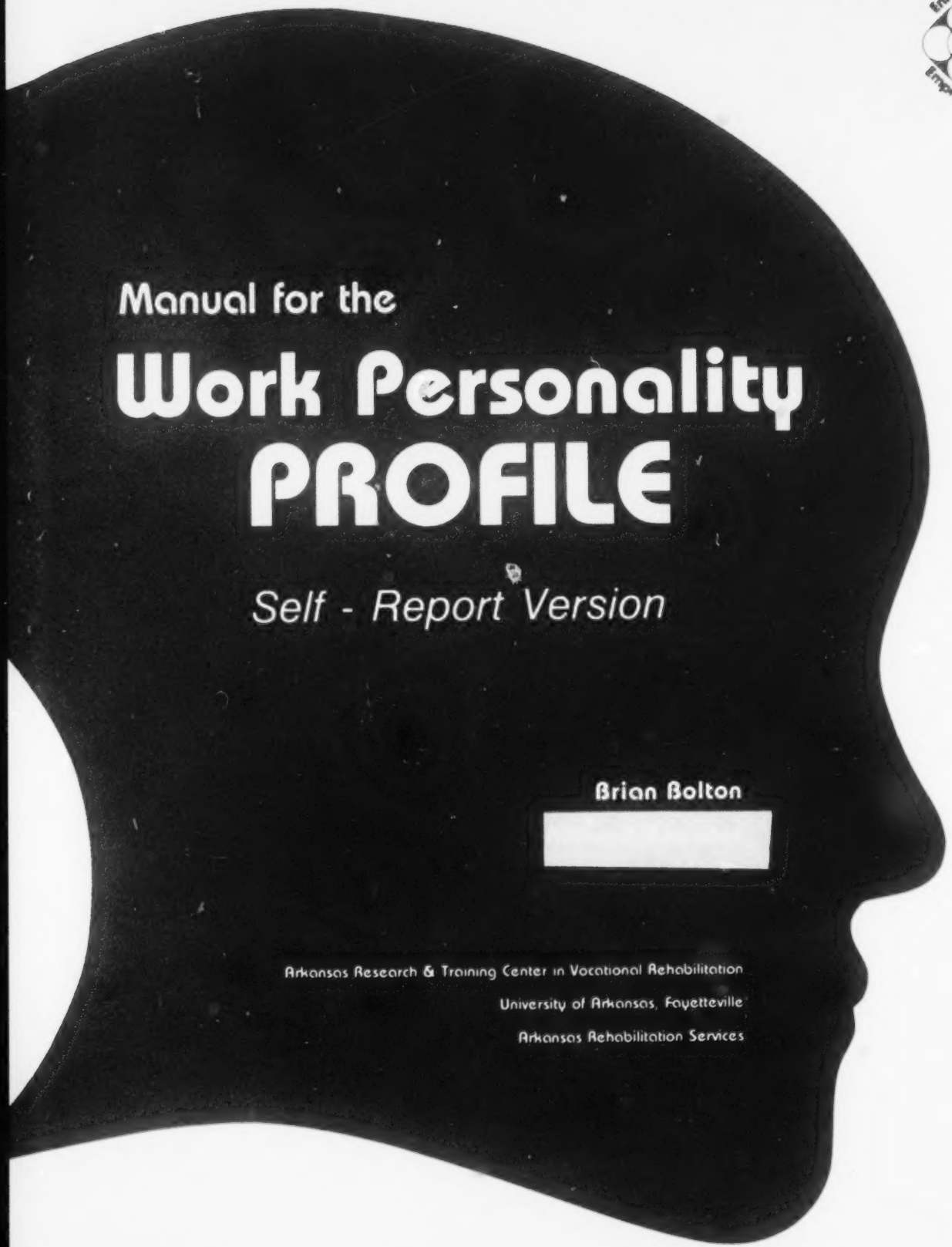
[1] Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, Fayetteville

4	3	2	1	**25.** Maintain satisfactory personal hygiene habits
4	3	2	1	**26.** Change work methods when instructed to do so
4	3	2	1	**27.** Pay attention to details while working
4	3	2	1	**28.** Maintain productivity despite change in routine
4	3	2	1	**29.** Recognize own mistakes
4	3	2	1	**30.** Ask for help when having difficulty with tasks
4	3	2	1	**31.** Comfortable with supervisor
4	3	2	1	**32.** Get along with staff
4	3	2	1	**33.** Work comfortably in group tasks
4	3	2	1	**34.** Appear comfortable in social interactions
4	3	2	1	**35.** Initiate conversations with others
4	3	2	1	**36.** Display good judgment in use of obscenities and vulgarities
4	3	2	1	**37.** Arrive appropriately dressed for work
4	3	2	1	**38.** Maintain improved work procedures after correction
4	3	2	1	**39.** Maintain work pace even if distractions occur
4	3	2	1	**40.** Perform satisfactorily in tasks that require variety and change
4	3	2	1	**41.** Initiate action to correct own mistakes
4	3	2	1	**42.** Performance remains stable in supervisor's presence
4	3	2	1	**43.** Supportive of others in group tasks
4	3	2	1	**44.** Join social groups when they are available
4	3	2	1	**45.** Listen while other person speaks, avoid interrupting
4	3	2	1	**46.** Express pleasure in accomplishment
4	3	2	1	**47.** Listen to instructions or corrections attentively
4	3	2	1	**48.** Move from job to job easily
4	3	2	1	**49.** Need less than average amount of supervision
4	3	2	1	**50.** Offer assistance to co-workers when appropriate
4	3	2	1	**51.** Am sought out frequently by co-workers
4	3	2	1	**52.** Express positive feelings, e.g., praise, liking for others
4	3	2	1	**53.** Display good judgment in playing practical jokes or "horsing around"
4	3	2	1	**54.** Transfer previously learned skills to new task
4	3	2	1	**55.** Handle problems with only occasional help
4	3	2	1	**56.** Assume assigned role in group tasks
4	3	2	1	**57.** Express negative feelings appropriately, e.g., anger, fear, sadness
4	3	2	1	**58.** Control temper

Arkansas Research & Training Center
In Vocational Rehabilitation



Publications Department
Post Office Box 1358 • Hot Springs, Arkansas 71902
(501) 624-4411



Manual for the

Work Personality PROFILE

Self - Report Version

Brian Bolton

Arkansas Research & Training Center in Vocational Rehabilitation

University of Arkansas, Fayetteville

Arkansas Rehabilitation Services

BEST COPY AVAILABLE

Manual for the
Work Personality Profile

Self - Report Version

Brian Bolton

March, 1992

Arkansas Research and Training Center in Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

Overview

*** The Work Personality Profile-Self Report (WPP-SR) is a self-report work behavior instrument for use in situational assessment in work centers, comprehensive facilities, and employment settings.

*** The WPP-SR addresses those capabilities that satisfy fundamental work role requirements, i.e., work attitudes, values, habits, and behaviors that are essential to the achievement and maintenance of suitable employment.

*** The WPP-SR possesses the advantages of comprehensive coverage, behavioral orientation, diagnostic function, and direct rating format.

*** The WPP-SR consists of 58 items that are completed by evaluees using a standard 4-point scale. It requires 10-15 minutes to complete following a minimum observation period of one week.

*** The WPP-SR results are reported on a profile form that includes 11 primary work behavior categories and 5 second-order factor scales.

*** The WPP-SR should only be administered in conjunction with the simultaneous completion of the WPP by a professional evaluator.

*** The WPP-SR instrument and directions for administration, as well as reliability and validity evidence, are contained in the WPP-SR Manual.

*** The WPP-SR is scored on a floppy disk that generates the score profile directly from self-report ratings on the 58 items. Written in BASIC for MS DOS machines, the WPP/WPP-SR floppy disk will run on most IBM compatible machines.

Acknowledgements

The contents of this manual were developed under a research and training center grant (H133B80065) from the National Institute of Handicapped Research, Office of Special Education, Washington D. C. 20202. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

All programs administered by and services provided by the Arkansas Research and Training Center in Vocational Rehabiltitation are rendered on a nondiscriminatory basis without regard to handicap, race, creed, color, sex, or national origin in compliance with the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964. All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing this principle.

Material in this pubication is in the public domain and may, with appropriate credit, be reproduced without permission.

Table of Contents

Section		Page
Overview		ii
Introduction		1
Administration		1
Research study		4
Sample	4	
Results	5	
Conclusions	7	
Appendix 1 Instructions for the WPP Floppy Disk		9
Appendix 2 Tables 2 through 16		10

Manual for the Work Personality Profile-Self Report

Introduction

The self-report version of the Work Personality Profile (WPP-SR) is a self-rating instrument that parallels the earlier Work Personality Profile (WPP). The WPP is an observer-rating instrument that is completed by the vocational evaluator following a suitable period of supervision of the evaluee in a quasi-work setting. The WPP may be scored using a computer program that is available on floppy disk.

After the WPP was published and disseminated, numerous requests were received from evaluators asking for a self-report version that could be completed by evaluees. This would enable consumers of rehabilitation services to provide input into the evaluation and planning process using the same standardized format available to professionals. The WPP-SR was developed in conjunction with a project undertaken for the explicit purpose of increasing consumer involvement in the vocational evaluation process.

The WPP-SR consists of the same 58 items (changed to first person form) and the same four-point response format that comprise the WPP. Thus, when evaluee and evaluator complete the WPP-SR and the WPP, respectively, the item responses are directly comparable. Furthermore, the WPP-SR is scored on the 11 rational scales and five factor scales that were developed for the WPP (see Table 1).

Simultaneous completion of the WPP-SR and WPP enables evaluees and evaluators to compare directly their perspectives on the evaluee's vocational maturity. To facilitate the scoring and ready availability of WPP-SR information, the original WPP floppy disk has been modified to include an option for inputting the 58 WPP-SR item scores. The computer report generates profiles for the WPP-SR and WPP on the same graph.

Administration

The WPP-SR should be completed by the evaluee at the same time that the evaluator completes the WPP. Both instruments should be completed after the evaluee has been observed in a work setting for a minimum of one week. It should be emphasized that the one week minimum observation period applies to the WPP-SR as well as to the WPP, because the WPP-SR is essentially a self-observation of one's own work behavior. In fact, it could be argued that the major function of the WPP-SR is to sensitize the evaluee to the 58 critical work behaviors, any of which may need remedial attention.

Table 1
WPP-SR Scoring Scales

Rationally Derived Scales

S1. Acceptance of the work role - ability to conform to basic expectations in work, e.g., arrives appropriately dressed and accepts work assignments.

S2. Ability to profit from instruction or correction - capability to make recommended changes in work behaviors, e.g., listens to instructions or corrections attentively and maintains improved work procedures after correction.

S3. Work persistence - ability to stay on task without prompting, e.g., works steadily during entire work period and works at routine jobs without resistance.

S4. Work tolerance - willingness to accept change without decreasing effort, e.g., accepts change in work assignments and maintains productivity despite change in routine.

S5. Amount of supervision required - ability to work with minimal supervision and direction, e.g., needs virtually no direct supervision and recognizes own mistakes.

S6. Extent trainee seeks assistance from supervisor - ability to ask for supervisory help appropriately, e.g., asks for further instructions if task is not clear and requests help in an appropriate fashion.

S7. Degree of comfort or anxiety with supervisor - ability to interact pleasantly and appropriately on the job, e.g., discusses personal problems with supervisor only if work-related and gets along with staff.

S9. Teamwork - ability to work cooperatively, e.g., accepts assignment to teamwork tasks and works comfortably in group tasks.

S10. Ability to socialize with co-workers - capability to establish friendships with co-workers, e.g., shows interest in what others are doing and appears comfortable in social interactions.

S11. Social communication skills - ability to express oneself in social interactions, e.g., expresses likes and dislikes appropriately and initiates conversations with others.

Table 1 (continued)

Factor Analytic Scales

F1. Task orientation - ability to demonstrate sound cognitive skills and work habits on the job, e.g., learns quickly, initiates activity, and performs independently.

F2. Social skills - ability to relate to co-workers, e.g., friendly, sociable, works well with others.

F3. Work motivation - ability to accept routine assignments and respond to changes, e.g., willingly accepts work assignments and moves readily to new tasks.

F4. Work conformance - ability to adapt to work role requirements and to control self-expression, e.g., conforms to rules and regulations and displays good judgment in use of obscenities and vulgarities.

F5. Personal presentation - ability to respond appropriately to authority figures, e.g., sufficiently alert and aware and requests help in an appropriate fashion.

Because some of the language used in the WPP-SR requires a seventh grade level of reading comprehension, the WPP-SR should not be routinely administered to clients who read below this level. As suggested above, one important function of the WPP-SR is that it may help evaluees to monitor their own work behavior. Because mature work behavior entails some subtle concepts and distinctions, it follows that some subtle language would have to be used in the WPP-SR items. For this reason, it is recommended that the WPP-SR be administered via audio-tape to evaluees who read at the sixth grade level or below.

The audio-tape prepared for administering the WPP-SR should begin with a brief introduction, then give the instructions and response format, followed by the 58 items, each read twice. The evaluee should be encouraged to read along and respond to each item on the WPP-SR instrument form. We recommend that simplified definitions be given for the following words, when they first occur: Sufficiently (No. 2), virtually (No. 5), appropriate (No. 6), supervisory (No. 7), appropriately (No. 8), appropriately (No. 11), initiate (No. 12), resistance (No. 15), prompting (No. 17), initiate (No. 23), conform (No. 24), satisfactory (No. 25), productivity (No. 28), tasks (No. 33), social interactions (No. 34), initiate (No. 35), appropriately (No. 37), initiate (No. 41), appropriate (No. 50), previously (No. 54), occasional (No. 55), and appropriately (No. 57).

Providing definitions of important terms to the evaluee is entirely consistent with the view that completing the WPP-SR is primarily an educational experience. The objective of the WPP-SR is to provide an opportunity for the evaluee to participate in the work evaluation process. Accordingly, the evaluee's self-ratings on the WPP-SR should be compared directly to the evaluator's independent, professional perspective concerning the evaluee's level of work adjustment. Hence, there are no norms for the WPP-SR and the only meaningful frame of reference is the simultaneously completed evaluator WPP. Both instruments are scored and reported on the same profile graph by the WPP floppy disk (see Appendix 1).

Research Study

Sample

The research sample consisted of 247 clients who were receiving rehabilitation services at the Hot Springs Rehabilitation Center (HSRC). Because of the obvious relevance of reading ability to the completion of self-report instruments like the WPP-SR, the sample was divided into high and low reading groups. The high group included 131 clients with reading ability of seventh grade or above and the low group consisted of 117 clients with reading

ability of sixth grade or below. Reading level was assessed with the Wide Range Achievement Test, Revised Edition. The research sample is described on four demographic characteristics and reading level in Table 2. (Tables 2 through 16 are in Appendix 2.) It can be observed that the low reading group was younger, less well educated, and included a larger number of clients with mental retardation and non-orthopedic medical disabilities.

Results

1. Internal consistency reliability data indicate that evaluees' self ratings (WPP-SR) compare favorably with evaluators' ratings (WPP) of evaluees. In comparison to the median alpha coefficients for the WPP rational scales (α=.80) and factor scales (α=.88), the coefficients for the WPP-SR rational scales (α=.75) and factor scales (α=.80) were just slightly lower. The alpha coefficients for the low reading groups (in comparison to the high reading group) were only slightly lower for the rational scales and about the same for the factor scales (see Table 3).

2. Evaluees in the high-reading group were rated (WPP) higher by their evaluators (M = 3.00) than evaluees in the low-reading group were rated by their evaluators (M = 2.86). Evaluees in the high-reading group rated themselves (WPP-SR) higher (M = 3.43) than evaluees in the low-reading group (M = 3.25). Evaluees in both the high-reading and low-reading groups rated themselves (WPP-SR) higher than did their evaluators (WPP). (3.43 vs. 3.00 and 3.25 vs. 2.86, respectively). (See Tables 4, 5, 6).

3. Evaluees in the high-reading group scored higher on the nine aptitudes measured by the General or Nonreading Aptitude Test Battery (G/NATB) than evaluees in the low-reading group, especially on the cognitive aptitudes (GVN). Evaluees in the high-reading group were different from evaluees in the low-reading group on the following personality traits measured by the Sixteen Personality Factor Questionnaire-Form E (16 PF-E): more intelligent (+B), more serious (-F), more conscientious (+G), more timid (-H), more sensitive (+I), more trusting (-L), more imaginative (+M), more confident (-O), more liberal (+Q_1), more self-sufficient (+Q_2), more introverted (-I), more emotional (-III), and more disciplined (+V). Evaluees in the high-reading group scored higher on the Employability Maturity Interview (EMI) total score (see Table 7).

4. There is very little evidence of agreement between evaluators' ratings (WPP) of evaluees and evaluees' self-ratings (WPP-SR) in the high-reading group, and

none in the low reading-group (median convergent correlations of .17 and .08, respectively) (See Table 8).

5. Evaluators' ratings (WPP) of evaluees were correlated with evaluees' aptitude levels, as measured by the G/NATB. In the high-reading group, evaluators rated evaluees higher who possessed higher levels of aptitude. This general finding encompassed all of the work behavior scales concerned directly with work (S1-S6 & F1) and all aptitudes except finger dexterity (F). The highest relationships occurred for Ability to Profit from Instruction (S2), Amount of Supervision Required (S5), and Work Orientation (F1) with general learning ability (G), numerical aptitude (N), and form perception (P). In the low reading group, the relationships between evaluators' ratings and evaluees' aptitudes were similar, but with fewer aptitudes associated with evaluators' ratings. The aptitudes with the highest correlations were general learning ability (G), verbal aptitude (V), numerical aptitude (N), and spatial aptitude (S) (See Table 9).

6. Evaluees' self-ratings (WPP-SR) were only slightly correlated with their measured aptitudes. For the high reading group verbal aptitude (V) and motor coordination (K) were associated with higher self-ratings on Ability to Profit from Instruction (S2), Amount of Supervision Required (S5), and Task Orientation (F1) (See Table 10).

7. Evaluators' ratings (WPP) of evaluees were correlated with some personality traits of evaluees, as measured by the 16PF-E. In the high reading group, evaluators rated evaluees higher who were: more intelligent (+B), more emotionally stable (+C), more worldly (+N), more conservative ($-Q_1$), and more dependent (-IV). In the low reading group, evaluators rated evaluees higher who were: more reserved (-A), more intelligent (+B), more conforming (-E), more self-sufficient ($+Q_2$), more introverted (-I), and more dependent (-IV) (See Tables 11 & 12).

8. The personality correlates of evaluees' self-ratings (WPP-SR) divided clearly into two broad functioning areas of work competence: (a) behaviors concerned directly with work (S1-S6) and (b) behaviors in the work setting that emphasize appropriate social interaction (S7-S11). Accordingly, the results in this section are partitioned into these two classes.

In the high reading group, evaluees' self-ratings of their work behavior (S1-S6) were positively associated with greater conscientiousness (+G), greater

confidence (-O), better adjustment (+II), and greater discipline (+V). Higher self-ratings of social behavior (S7-S11) were correlated with greater enthusiasm (+F), greater spontaneity (+H), greater group dependence ($-Q_2$), and greater extraversion (+I).

In the low reading group, evaluees' self-ratings of their work behavior (S1-S6) were positively associated with better emotional stability (+C), higher imagination (+M), and better adjustment (+II). Higher self-ratings of social behavior (S7-S11) were correlated with better emotional stability (+C), greater enthusiasm (+F), greater spontaneity (+H), greater group dependence ($-Q_2$), greater extraversion (+I), and better adjustment (+II) (see Tables 13 & 14). It should be noted that group dependence ($-Q_2$) means "easier to get along with." Also, the different patterns of personality correlates for the high and low groups are not unexpected, considering the large profile differences (see No. 3 above).

9. Evaluators' ratings (WPP) of evaluees were only slightly influenced by evaluees' levels of vocational maturity, as measured by the total score on the Employability Maturity Interview. Evaluees' self-ratings (WPP-SR) were unrelated to their levels of vocational maturity.

10. When HSRC outcomes were categorized into three groups (program completers, drop-outs, and non-feasible clients), the only significant relationships observed were the comparisons between evaluators' ratings (WPP) of the completers and non-feasible clients for the high reading group (see Tables 15 and 16).

Conclusions

The typical evaluee has a substantially different perception (WPP-SR) of his/her level of work adjustment than does the professional evaluator who observed the individual (WPP). In other words, across the population of clients with severe handicaps to employment, there is virtually no agreement between client and professional views of vocational maturity (i.e., WPP-SR and WPP scores are uncorrelated) and, therefore, there may be little agreement on the client's readiness for vocational training and job placement. Furthermore, evaluees consistently rate themselves higher (WPP-SR) than their vocational evaluators (WPP), suggesting that the typical evaluee does not possess a realistic understanding of his/her deficits in fundamental work capabilities.

Evaluees' reading ability is related to their evaluators' ratings of them (WPP), to their own self ratings

(WPP-SR), to their tested aptitudes (G/NATB), and to their measured personality characteristics (16 PF). Evaluators' ratings (WPP) are influenced substantially by evaluees' work-relevant aptitudes (i.e., evaluees with higher G/NATB scores are rated higher), while evaluees' self-ratings (WPP-SR) are more influenced by their personality traits as measured by the 16 PF.

Appendix 1

Instructions for the WPP Floppy Disk[a]

To activate the Work Personality Profile for computers without a hard drive:

a. Place the DOS diskette for your machine in drive A and turn on the power switches for the display, base unit and printer.

b. Follow the standard procedures described in your operations manual to reach the A> prompt.

c. Place the WPP diskette in drive B.

d. Type the following command:

    Copy Command.Com B:

e. Press the ENTER key.

f. Remove the DOS diskette and place the WPP diskette in drive A.

g. Type WPPSR and press the ENTER key to reach the initial input screen, and follow the instructions on the screen to enter the scores and generate the WPP Report.

To activate the Work Personality Profile for computers with a hard drive:

a. Place the WPP diskette in drive A.

b. Type the following command:

    Copy Command.Com A:

c. Press the ENTER key.

d. Type the following command:

    A:

e. Press the ENTER key.

d. Type WPPSR and press the ENTER key to reach the initial input screen, and follow the instructions on the screen to enter the scores and generate the WPP report.

---

[a]The WPP was programmed for microcomputer by Paul M. Kuroda and Jeanne Neath of the Arkansas Research and Training Center in Vocational Rehabilitation.

Appendix 2

Table 2
Demographic Characteristics of the Research Sample

1)	Reading:	High Group		Low Group	
		Grade	%	Grade	%
		12	31%	6	11%
		11	12%	5	24%
		10	11%	4	12%
		9	13%	3	13%
		8	16%	Below 3	40%
		7	16%		
2)	Disability:	High Group		Low Group	
	Orthopedic	40%		22%	
	Other Medical	29%		56%	
	Emotional	24%		4%	
	Sensory	6%		4%	
	Intellectual	1%		14%	
3)	Education:	High Group		Low Group	
	3-8	11%		12%	
	9-11	18%		30%	
	12	63%		58%	
	13-16	8%		--	
4)	Age:	High Group		Low Group	
	17-20	23%		60%	
	21-30	35%		26%	
	31-40	27%		9%	
	41-50	12%		3%	
	51-60	3%		2%	
5)	Sex:	High Group		Low Group	
	Male	65%		69%	
	Female	35%		31%	

Table 3
Internal Consistency Reliabilities for the WPP and WPP-SR[a]

	Reading Level			
	High Group		Low Group	
	WPP	WPP-SR	WPP	WPP-SR
S1	.87	.78	.80	.81
S2	.88	.77	.87	.81
S3	.82	.67	.79	.75
S4	.82	.81	.71	.72
S5	.90	.80	.89	.80
S6	.74	.74	.77	.54
S7	.73	.61	.74	.68
S8	.77	.59	.73	.53
S9	--	.85	--	.82
S10	--	.80	--	.61
S11	--	.69	--	.71
F1	.96	.93	.95	.92
F2	--	.89	--	.85
F3	--	.79	--	.81
F4	.88	.76	.87	.78
F5	.84	.75	.72	.80

Comparison of WPP and WPP-SR

	WPP					WPP-SR			
	High R		Low R			High R		Low R	
Scales	Rg	M	Rg	M	Scales	Rg	M	Rg	M
S1-S8	.73-.90	.82	.71-89	.78	S1-S11	.59-.85	.77	.53-.82	.72
F1,4,5	.84-.96	.88	.72-95	.87	F1-F5	.75-.93	.79	.78-.92	.81

[a]Evaluators typically did not complete the items composing S9, S10, S11, F2, and F3 because they had limited opportunities to observe clients during social interactions.

Table 4
Means and Standard Deviations on the WPP and WPP-SR

	Reading Level							
	High (W=131)				Low (W=116)			
	WPP		WPP-SR		WPP		WPP-SR	
	M	S	M	S	M	S	M	S
S1	3.27	0.44	3.60	0.35	3.13	0.37	3.33	0.48
S2	2.93	0.47	3.55	0.49	2.76	0.40	3.34	0.52
S3	3.01	0.57	3.49	0.47	2.80	0.52	3.21	0.59
S4	3.01	0.48	3.42	0.50	2.87	0.39	3.18	0.57
S5	2.82	0.53	3.34	0.50	2.65	0.47	3.11	0.59
S6	2.93	0.47	3.49	0.56	2.77	0.47	3.39	0.57
S7	2.98	0.43	3.39	0.47	2.91	0.36	3.23	0.59
S8	3.02	0.43	3.58	0.45	2.98	0.41	3.34	0.60
S9	--	--	3.47	0.59	--	--	3.24	0.58
S10	--	--	3.17	0.60	--	--	3.09	0.50
S11	--	--	3.29	0.49	--	--	3.15	0.53
F1	2.90	0.47	3.42	0.42	2.72	0.41	3.25	0.49
F2	--	--	3.33	0.50	--	--	3.19	0.48
F3	--	--	3.51	0.41	--	--	3.28	0.52
F4	3.18	0.48	3.44	0.42	3.07	0.45	3.16	0.53
F5	3.06	0.39	3.56	0.35	2.95	0.29	3.36	0.51
M	3.00		3.43		2.86		3.25	

Table 5
Statistical Comparisons of the High and Low Reading Groups

	WPP		WPP-SR	
	t	p	t	p
S1	2.69	.008	4.91	.0001
S2	3.05	.003	3.41	.001
S3	2.96	.006	1.30	.19
S4	2.46	.02	3.61	.0005
S5	2.68	.008	3.31	.001
S6	2.74	.007	1.21	.23
S7	1.35	.18	2.37	.02
S8	0.79	.43	3.58	.0004
S9	--	--	3.37	.001
S10	--	--	1.14	.26
S11	--	--	2.21	.03
F1	3.18	.002	2.93	.004
F2	--	--	2.25	.03
F3	--	--	3.78	.0002
F4	1.77	.08	4.58	.0001
F5	2.40	.02	3.58	.0001

Table 6
Statistical Comparisons of the WPP and WPP-SR[a]

	High Reading Group		Low Reading Group	
	t	*p*	*t*	*p*
S1	-7.86	.0001	-3.84	.0002
S2	-13.21	.0001	-9.61	.0001
S3	-6.90	.0001	-7.56	.0001
S4	-7.74	.0001	-4.91	.0001
S5	-9.33	.0001	-6.74	.0001
S6	-9.23	.0001	-9.63	.0001
S7	-7.87	.0001	-5.19	.0001
S8	-10.20	.0001	-5.58	.0001
F1	-10.90	.0001	-9.26	.0001
F4	-5.16	.0001	-1.47	.15
F5	-11.33	.0001	-7.66	.0001

[a]Paired *t*-tests

Table 7
Statistical Comparisons of High and Low Reading Groups on Aptitudes, Personality, and Employability Maturity

	High Group		Low Group			
G/NATB	M	S	M	S	t	p
G	84.31	13.94	69.00	14.59	8.32	.0001
N	90.66	11.46	74.90	13.69	9.75	.0001
V	80.70	16.21	68.45	16.46	5.81	.0001
S	92.24	18.19	84.76	18.24	3.19	.002
P	89.56	21.61	88.70	21.31	0.31	.76
Q	99.24	15.04	92.28	15.45	3.55	.0005
K	79.30	22.36	73.30	21.11	2.11	.04
L	71.63	22.90	66.21	22.52	1.69	.09
M	81.62	27.25	78.06	24.46	1.01	.31
16PF						
A	5.42	1.93	5.39	1.74	0.16	.87
B	5.98	1.48	4.53	1.55	7.52	.0001
C	5.05	2.08	5.14	1.72	-0.36	.72
E	5.70	1.88	5.88	1.80	-0.75	.45
F	5.54	1.77	6.04	1.66	-2.25	.03
G	5.68	1.80	5.18	1.97	2.08	.04
H	5.34	1.78	5.63	1.60	-1.35	.18
I	5.82	1.99	5.00	1.72	3.40	.001
L	5.44	1.71	5.82	1.63	-1.76	.08
M	6.06	1.68	5.56	1.68	2.32	.02
N	5.92	2.01	5.78	1.88	0.54	.59
O	5.97	1.81	6.28	1.78	-1.35	.18
Q_1	5.72	1.65	5.20	1.64	2.43	.02
Q_2	5.51	1.90	5.23	1.62	1.26	.21
Q_3	5.44	1.92	5.34	1.84	0.40	.69
Q_4	5.98	1.72	5.78	1.72	0.89	.38
I	5.46	1.92	5.86	1.62	-1.73	.09
II	5.07	1.81	5.05	1.67	0.12	.90
III	4.89	2.03	5.94	1.73	-4.30	.0001
IV	5.40	1.79	5.48	1.80	-0.36	.72
V	5.57	1.83	5.15	1.88	1.77	.08
EMI						
Total	12.93	4.26	10.59	4.45	4.17	.0001

Table 8
Significant Correlations Between the WPP and WPP-SR for High and Low Reading Groups

	WPP-SR (High Group)										
WPP	1	2	3	4	5	6	7	8	9	10	11
1)	.25	.21	.24	.18	.20			.25			
2)		.26	.21	.17	.24	.19	.17	.21			
3)			.20		.24	.22		.19			
4)				.22	.27	.21	.18	.20			
5)					.21			.22			
6)						.14					
7)							.08				
8)								.01			

r = .17, p<.05
r = .22, p<.01

	WPP-SR (Low Group)										
WPP	1	2	3	4	5	6	7	8	9	10	11
1)	.09										
2)		.02									-.21
3)			.11								
4)				.07							
5)					.05						
6)						.12					
7)							.09				
8)								.11			

r = .18, p<.05
r = .23, p<.01

Table 9
Significant Correlations Between the WPP and Aptitudes for High and Low Reading Groups

	Aptitudes (High Group)								
WPP	G	N	V	S	P	Q	K	L	M
S1	.19	.18	.26		.26	.19	.20		
S2	.41	.32	.39	.28	.33	.27	.30		.24
S3	.25	.20	.26	.21	.28	.19	.24		
S4	.28	.20	.27	.27	.33	.25	.25		.24
S5	.41	.29	.41	.33	.40	.36	.37	.22	.30
S6	.21		.24		.19	.18	.24		.25
S7									
S8									
F1	.39	.28	.39	.29	.37	.32	.35		.29
F4									
F5									

	Aptitudes (Low Group)								
WPP	G	N	V	S	P	Q	K	L	M
S1									
S2	.36	.28	.32	.30					.21
S3	.32	.24	.30	.27					
S4	.24	.21	.22	.22					.20
S5	.36	.28	.31	.28	.27				.21
S6	.31	.29	.27	.22			.23		.26
S7									
S8									
F1	.37	.30	.33	.29	.21				.21
F4									
F5									.21

Table 10
Significant Correlations Between the WPP-SR and Aptitudes for High and Low Reading Groups

	Aptitudes (High Group)								
WPP-SR	G	N	V	S	P	Q	K	L	M
S1							.21		
S2			.24		.23	.18	.24		
S3							.21		
S4							.23		
S5			.23						
S6									
S7									
S8									
S9									
S10									
S11			.21						
F1			.21		.20		.23		
F2			.22						
F3									
F4							.21		
F5							.18		

	Aptitudes (Low Group)								
WPP-SR	G	N	V	S	P	Q	K	L	M
S1	.20	.20							
S2									
S3								-.21	
S4	.23								
S5		.20							
S6		.20							
S7									
S8									
S9									
S10									
S11									
F1	.18	.18							
F2									
F3									
F4									
F5	.19								

Table 11
Significant Correlations Between the WPP and Personality for the High Reading Group

	16 PF										
WPP	A	B	C	E	F	G	H	I	L	M	N
S1											
S2		.28	.31								.20
S3			.25								
S4			.22								.20
S5		.22	.26								.23
S6			.21								
S7		.18									
S8		.18	.19	-.20							
F1		.22	.28								.22
F4				-.20							
F5		.24	.18								

WPP	O	Q_1	Q_2	Q_3	Q_4	I	II	III	IV	V
S1										
S2							.21			
S3										
S4			.18							
S5										
S6										
S7	-.20									
S8	-.18								-.27	
F1							.18			
F4									-.24	
F5	-.21								-.18	

Table 12
Significant Correlations Between the WPP and Personality for the Low Reading Group

	16 PF										
WPP	A	B	C	E	F	G	H	I	L	M	N
S1				-22							
S2	-18	21		-26							
S3				-26							
S4	-19	20		-29				-21			
S5		24		-27							
S6				-19							
S7								-19		-19	
S8											
F1	-21	22		-29							
F4				-20							
F5				-25							

WPP	O	Q_1	Q_2	Q_3	Q_4	I	II	III	IV	V
S1									-20	
S2			30			-22			-21	
S3						-19			-20	
S4									-25	
S5			24			-19			-24	
S6									-19	
S7								22		
S8										
F1			25			-22			-25	
F4										
F5									-21	

Table 13
Significant Correlations Between the WPP-SR and Personality for the High Reading Group

	16 PF										
WPP-SR	A	B	C	E	F	G	H	I	L	M	N
S1				-23		20			-18		
S2						23	21				
S3						31			-18		
S4						24	18				19
S5						25	20				
S6							19				
S7					20		26				
S8							22				
S9	23				27		30				
S10	25				32		29				
S11					26		31				
F1						28	23				
F2	25				34		34				
F3					20	19	17				
F4											
F5							24				

WPP-SR	O	Q_1	Q_2	Q_3	Q_4	I	II	III	IV	V
S1	-17						20		-19	18
S2	-19						18			23
S3							21			28
S4	-25						21			20
S5	-25						24			27
S6	-19									
S7	-28		-19		-21	25	26			
S8	-21		-18			19				
S9			-30	-17		37				
S10			-35			41				
S11	-24		-23			30				
F1	-25						23			27
F2			-36			43				
F3			-17			22				
F4	-28						26			
F5	-23					20	20			

Table 14
Significant Correlations Between the WPP-SR and Personality for the Low Reading Group

	16 PF										
WPP-SR	A	B	C	E	F	G	H	I	L	M	N
S1											
S2			18							19	
S3			24								
S4			18							23	
S5			24								
S6			19							19	
S7			25								
S8			21							20	
S9			18		25		28				
S10			19		29		29				
S11			31								
F1			24								
F2			28		25		29				
F3											
F4			23								
F5			21			20			23		

WPP	O	Q_1	Q_2	Q_3	Q_4	I	II	III	IV	V
S1										
S2							19			
S3					-22		25			
S4							20			
S5	-19			20			25			
S6					-20					
S7					-24		23			
S8										
S9			-21			30	21		20	
S10			-30			36				
S11			-27			19	20			
F1							25			
F2			-33			35	22			
F3										18
F4					-22		21			
F5										

Table 15
WPP and WPP-SR Means and HSRC Outcomes - High Group

Group[a]	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	F1	F2	F3	F4	F5
Evaluator (WPP)																
Completer (n = 46)	3.31	2.96	3.01	3.00	2.82	3.04	3.08	3.13				2.92			3.26	3.14
Drop-out (n = 32)	3.32	3.01	3.12	3.16	2.92	3.03	3.00	2.99				3.00			3.19	3.10
Not Feasible[b] (n = 26	3.02**	2.69*	2.80	2.82	2.59	2.73**	2.85*	2.92*				2.68			2.96**	2.89**
Evaluee (WPP-SR)																
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	F1	F2	F3	F4	F5
Completer	3.59	3.51	3.29	3.36	3.32	3.43	3.33	3.52	3.49	3.08	3.28	3.37	3.28	3.47	3.44	3.52
Drop-out	3.56	3.53	3.49	3.41	3.27	3.45	3.45	3.64	3.36	3.17	3.27	3.40	3.29	3.46	3.41	3.62
Not Feasible	3.63	3.56	3.51	3.53	3.48	3.58	3.41	3.59	3.56	3.34	3.42	3.51	3.49	3.58	3.46	3.57

[a]Completers are those clients who successfully completed vocational training programs; Dropouts are those individuals who left the Center for personal reasons; Non-feasible clients are those individuals who are dismissed for either disciplinary problems or inability to acquire vocational skills.

[b]Comparisons between Completers and Non-feasible clients, *$p < .05$, **$p < .01$.

Table 16
WPP and WPP-SR Means and HSRC Outcomes - Low Group

	Evaluator (WPP)															
Group[a]	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	F1	F2	F3	F4	F5
Completer (n = 32)	3.04	2.69	2.73	2.82	2.61	2.60	2.84	3.01				2.65			3.00	2.89
Drop-out (n = 39)	3.15	2.76	2.85	2.85	2.64	2.76	2.88	2.92				2.72			3.10	2.95
Not Feasible (n = 22)	2.96	2.70	2.58	2.77	2.52	2.86	2.91	2.89				2.62			2.90	2.90

	Evaluee (WPP-SR)															
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	F1	F2	F3	F4	F5
Completer	3.29	3.33	3.43	3.13	3.18	3.36	3.30	3.25	3.30	3.01	3.20	3.28	3.16	3.29	3.15	3.36
Drop-out	3.37	3.35	3.31	3.22	3.17	3.40	3.19	3.44	3.31	3.23	3.22	3.28	3.32	3.32	3.19	3.37
Not Feasible	3.30	3.36	3.22	3.21	3.11	3.36	3.24	3.35	3.18	3.10	3.08	3.25	3.15	3.24	3.15	3.33

[a]Completers are those clients who successfully completed vocational training program; Dropouts are those individuals who left the Center for personal reasons; Non-feasible clients are those individuals who are dismissed for either disciplinary problems or inabilty to acquire vocational skills.

Employability Assessment Materials for Vocational Rehabilitation

Helping Clients to take their places in the world of work is what vocational rehabilitation is all about, and reliable assessment is the key to planning individualized programs that can effectively enhance the employability of people with disabilities.
As a result of its five-year project entitled Enchancing Employability of Persons with Disabilities, the *Arkansas Research and Training Center in Vocational Rehabilitation* has developed a Diagnostic Employability Profile of assessment components which can be used separately or in conjunction with employability interventions developed by the Center.

Work Personality Profile

#43-1354 WPP Manual
#43-1356 Diskette (5 1/4" IBM)
#43-1355 WPP Instrument (Pkg. of 50)
#43-0100 WPP Instrument (Pkg. of 100)
#43-0456 Complete set (Manual, diskette, pkg.50)

Work Personality Profile *Self-Report Version*

#43-1616 WPP/SR Manual
#43-0356 Diskette (5 1/4" IBM)
#43-1578 WPP/SR Instrument (Pkg. of 50)
#43-0578 WPP/SR Instrument (Pkg. of 100)

Occupational Report

#43-1373 OR Manual
#43-1379 Diskette (5 1/4" IBM)
#43-0373 Complete Set (Manual & diskette)

Vocational Personality Report

#43-1372 VPR Manual
#43-1378 Diskette (5 1/4" IBM)
#43-0372 Complete Set (Manual & diskette)

Employability Maturity Interview

#43-1374 EMI Manual
#43-1380 EMI Instrument (Pkg. of 50)
#43-0380 EMI Instrument (Pkg. of 100)
#43-0374 Complete Set (Manual & Pkg. 50)

Work Performance Assessment

#43-1375 WPA Manual
#43-1382 Script & Rating Form Booklet (Pkg. of 25)

Job Seeking Skills Assessment

#43-1376 JSSA Manual

Call for current prices on these products.

Media and Publications Section
Post Office Box 1358
Hot Springs, AR 71902

501 624-4411, Ext. 299
FAX 501 624-3515

UNIVERSITY of ARKANSAS

Department of Rehabilitation Education and Research
Arkansas Research and Training Center in Vocational Rehabilitation
Post Office Box 1358
Hot Springs, Arkansas 71902